

# Promoting Reading with the ACTIVE Framework

The ACTIVE framework includes six principles that can be integrated into EFL reading instruction.

The session will focus on how to use the six principles regardless of the reading materials you use in your program.

In this session, we will consider how the six principles of the ACTIVE reading framework can be integrated into your teaching.



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# Neil J Anderson



Neil is a Professor of English Language Teaching at Brigham Young University–Hawaii. Teaching and researching second language reading is what brings him the greatest satisfaction.

Neil has been as active member of TESOL International Association for 40 years having served as president from 2001-2002. He has worked with EFL teachers in over 50 countries.



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# Promoting Reading with the ACTIVE Framework



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# Session Outcomes

As a result of this session, you will

- understand the six principles of the ACTIVE reading framework.
- explore how to use the principles to guide your teaching of reading.



# ACTIVE Reading

- Ⓐ Activate prior knowledge
- Ⓒ Cultivate vocabulary
- Ⓓ Teach for comprehension
- Ⓘ Increase reading rate
- Ⓥ Verify reading strategies
- Ⓔ Evaluate progress

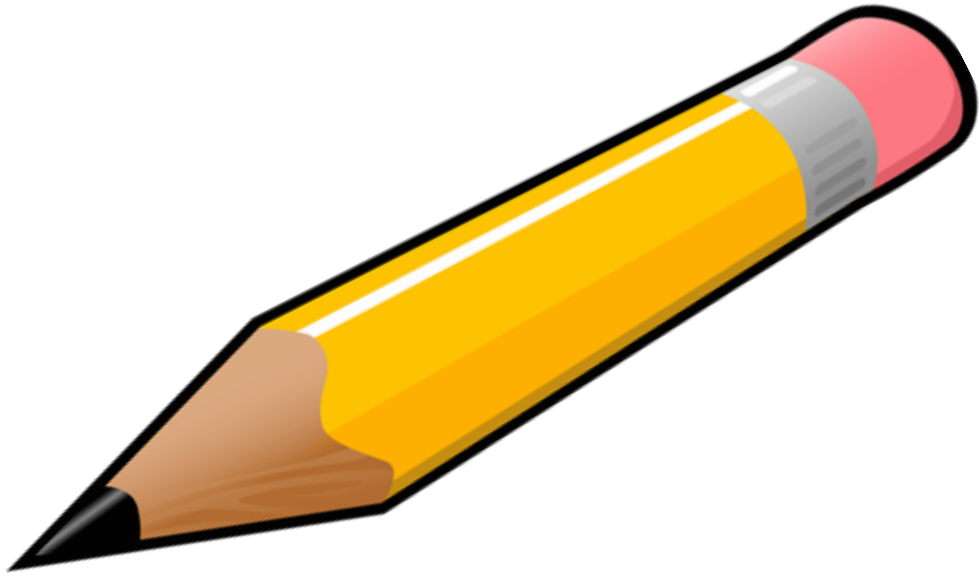




# Why Are These Six Principles Important?

- A Drawing upon prior knowledge makes reading easier
- C Increasing vocabulary increases comprehension
- T Teaching rather than testing comprehension improves reading
- I Reading slowly results in low comprehension
- V Reading strategically is a characteristic of a strong reader
- E Making progress increases student motivation to read





**How many can you recall?**

**Write down each principle  
that you can remember!**

**A**

**C**

**T**

**I**

**V**

**E**

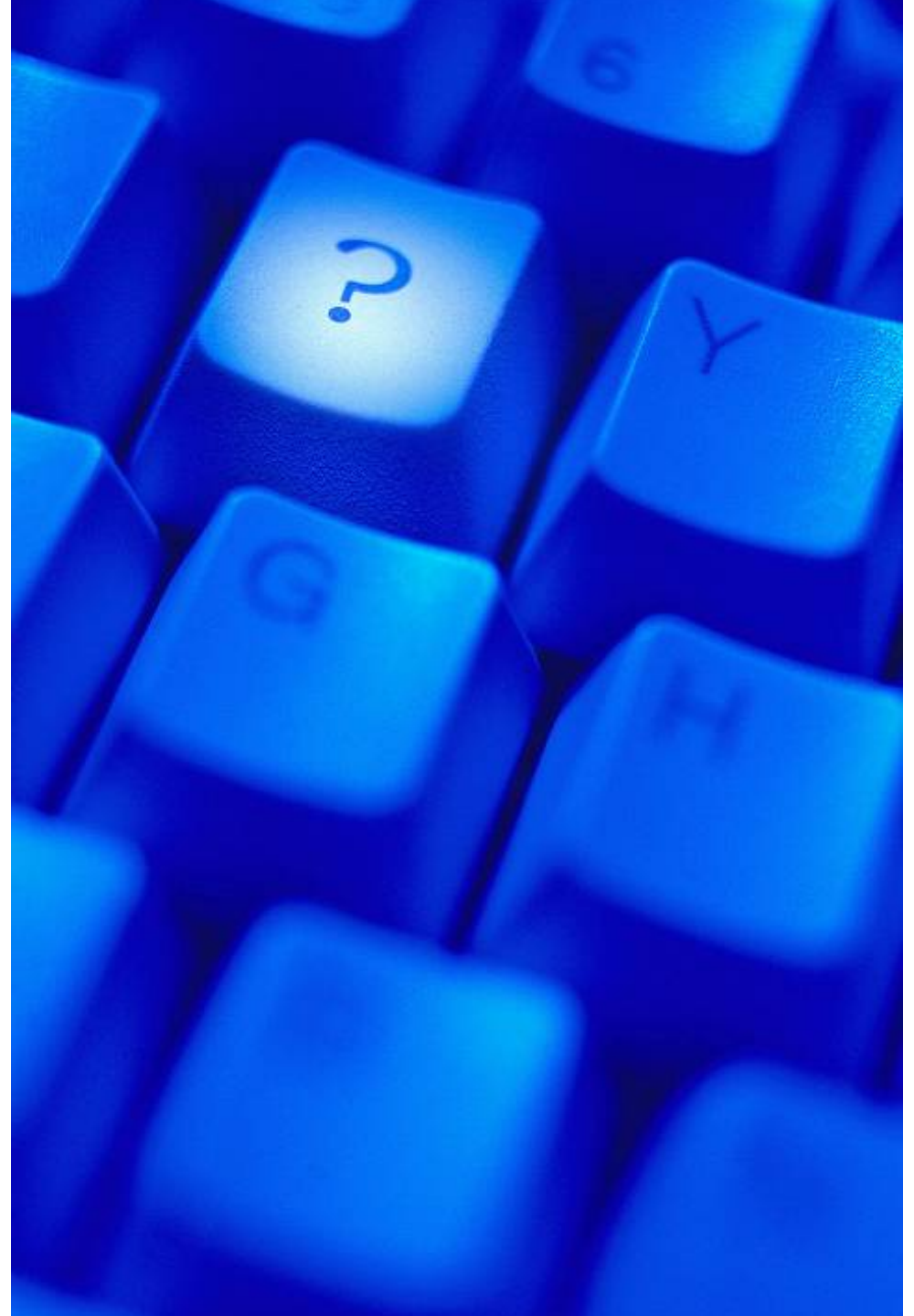
# How did you do?

- Ⓐ Activate prior knowledge
- Ⓒ Cultivate vocabulary
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**How might these six principles guide your teaching of reading?**



# Activate Prior Knowledge

**What are some possible classroom activities that could be used to activate prior knowledge?**

Know (K)	Want to Know (W)	Learned (L)

- Ask open ended questions
- Provide a KWL chart
- Use a think-pair-share activity



# Activate Prior Knowledge

Let's try it out!



1. What are popular hobbies in your country?
2. Have you ever played the game of chess?
3. What do you know about the game of chess?
4. Do you know anyone who plays the game of chess as a hobby?

# Activate Prior Knowledge



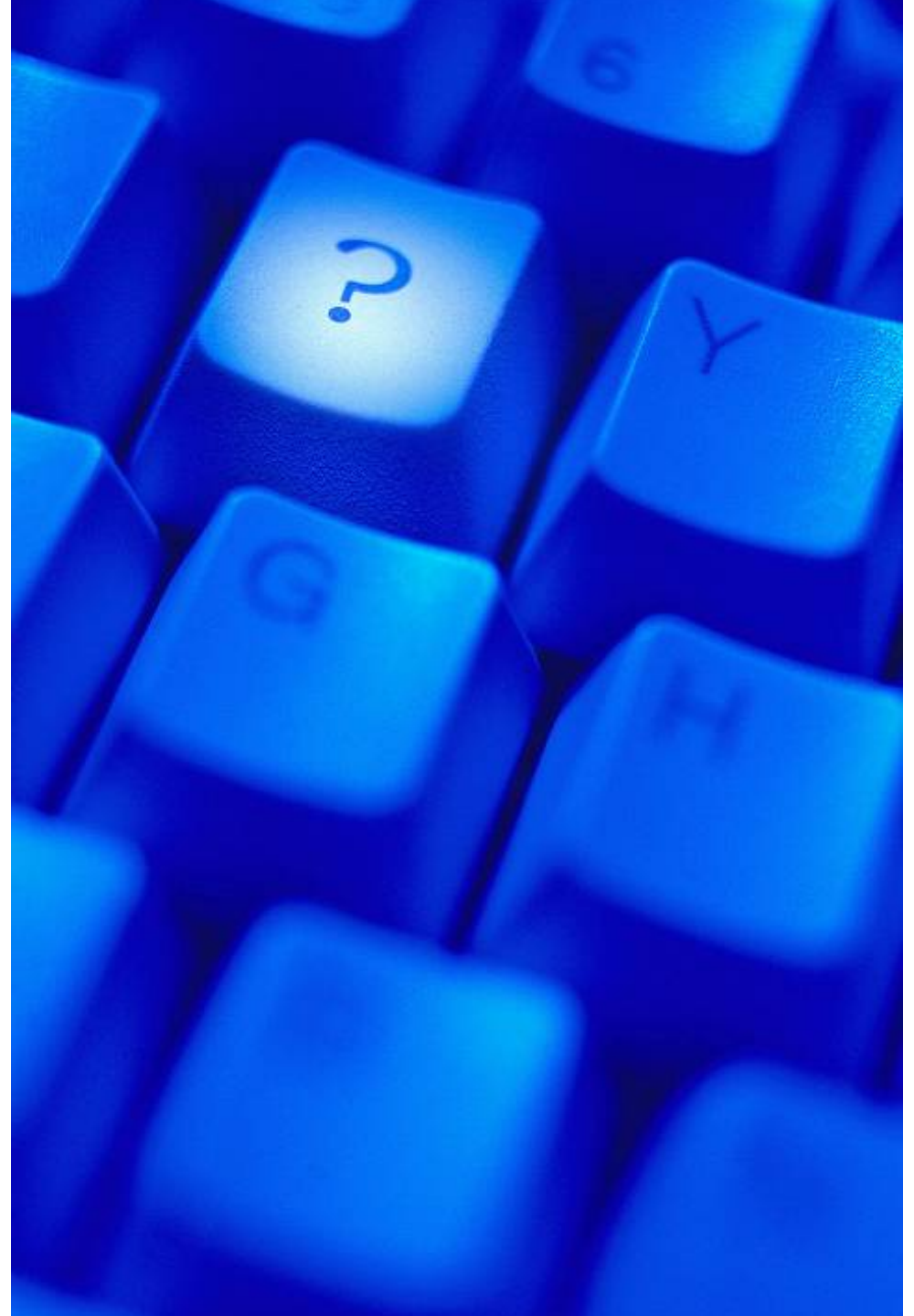
chess board

map of Kazakhstan





**How do you activate  
prior knowledge in  
your classroom?**





# Cultivate Vocabulary

**What are some classroom activities that could be used to cultivate vocabulary?**



**Vocabulary (N)**

- Teach parts of speech of new words
- Make vocabulary flash cards
- Create a word web

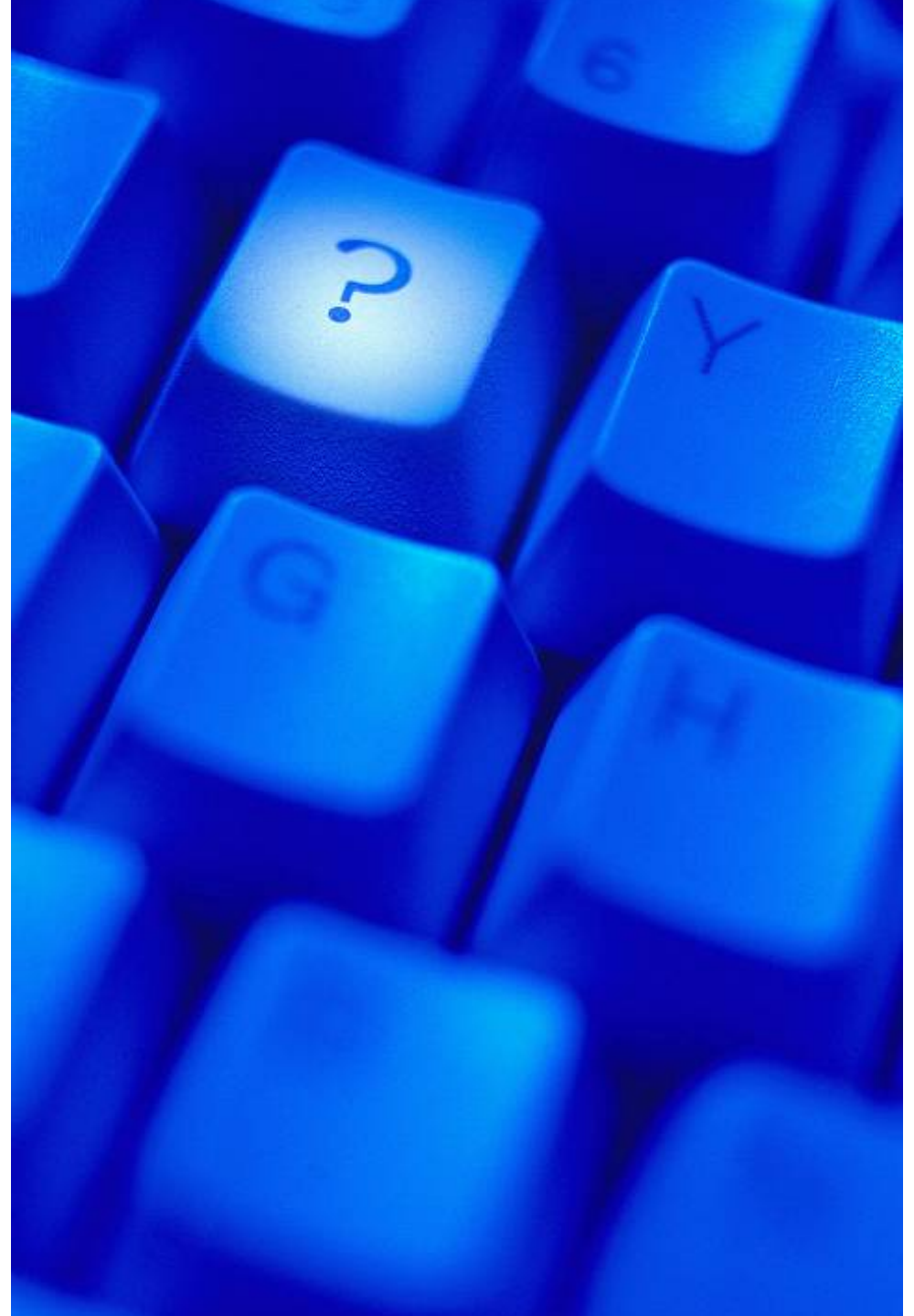
# Cultivate Vocabulary

Let's try it out!



1. Rank (**verb**): to put in order
2. Judge (**verb**): to assess
3. Expert (**noun**): someone with a special skill

**How do you cultivate  
vocabulary in your  
classroom?**



# Teach for Comprehension

Rather than test reading comprehension, how do you *teach* students to comprehend?



- Use level appropriate texts
- Balance types of texts
- Teach metacognitive awareness

# Teach for Comprehension

**What are some classroom activities that could be used to teach for comprehension?**



- Establish a clear purpose for reading
- Provide a reading model
- Use level appropriate reading passages



# Teach for Comprehension

Let's try it out!



Our reading purpose is to *learn two things* about women chess players in Kazakhstan.

1. What is the world ranking of women chess players from Kazakhstan?
2. Why are women likely to be good at chess?

# Kazakh Women Are Good At Chess

Kazakhstan has become very important in the world of chess. Kazakhstan has become important because women players have done very well. Recently, Kazakhstan was **ranked** number 9 in the world for women players. Some **experts** believe that women are more likely to be good at the game because chess is **judged** on how well the player does, not the **gender**. Who knows? Maybe Kazakhstan will one day be the top-ranked country in the world for women chess players.

Adapted from *Kazakh Women Succeed in Chess*, Voice of America, March 15, 2020.

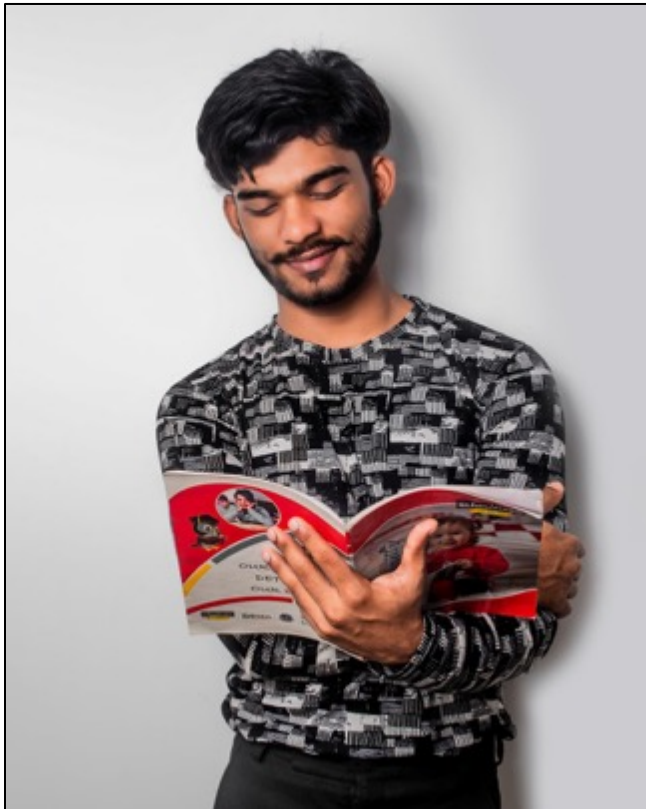
# Teach for Comprehension



1. What is the world ranking of women chess players from Kazakhstan?
2. Why are women likely to be good at chess?

# Increase Reading Rate

**What are some possible classroom activities that could be used to increase reading rate?**



- Repeated reading
- Self-paced reading

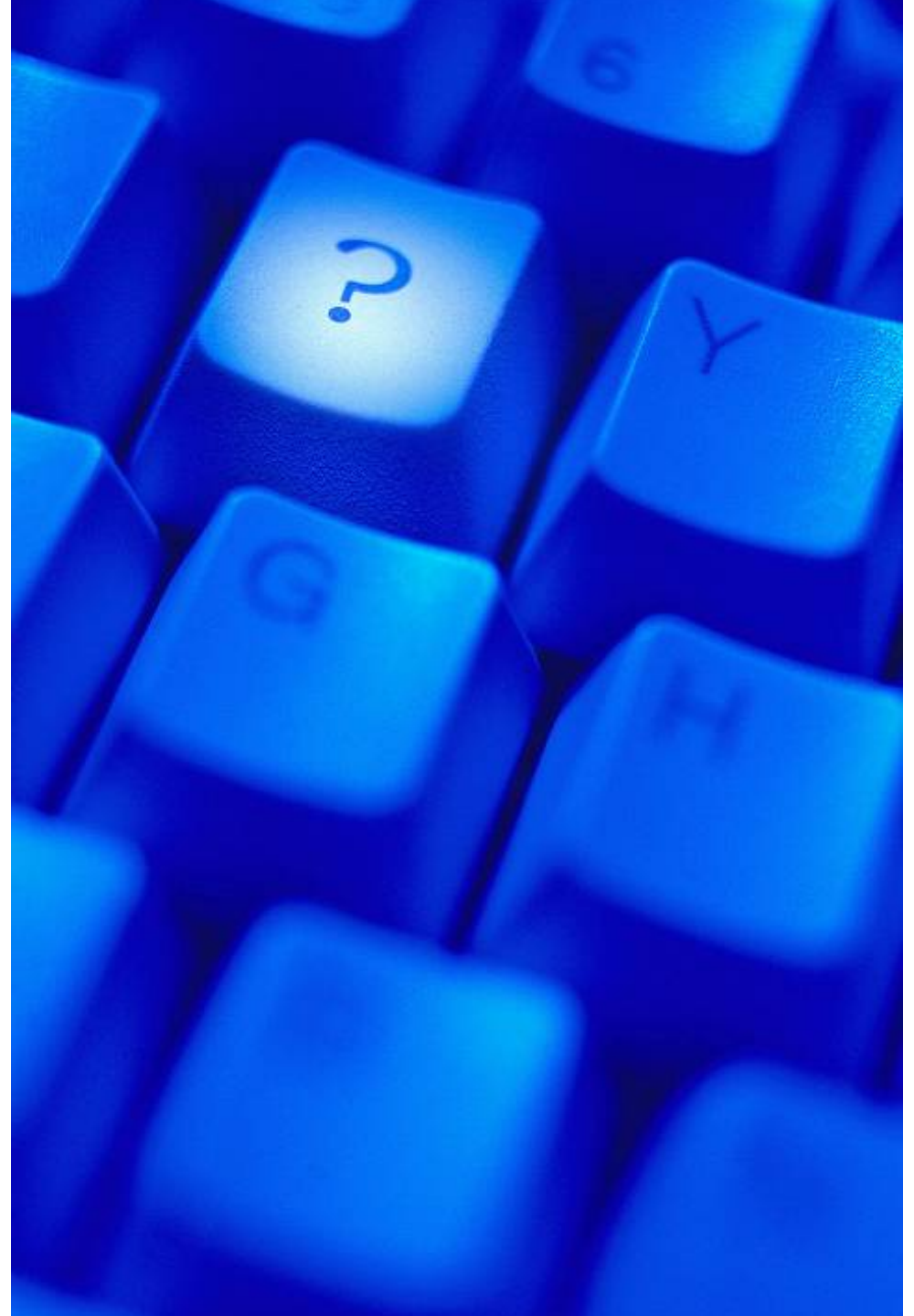
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**Why do you think  
increased reading  
rate is important?**



# Verify Strategies



## Consider...

- **What** strategy should I use?
- **How** to I use the strategy?
- **When** do I use the strategy?
- **Why** do I use the strategy?
- **How** do I evaluate the successful implementation of the strategy?

# Verify Strategies

**What are some classroom activities that could be used to verify strategies?**



- Identify the main idea
- Make predictions and confirm or reject the predictions

# Verify Strategies

Let's try it out!



What is the **main idea** of the paragraph?

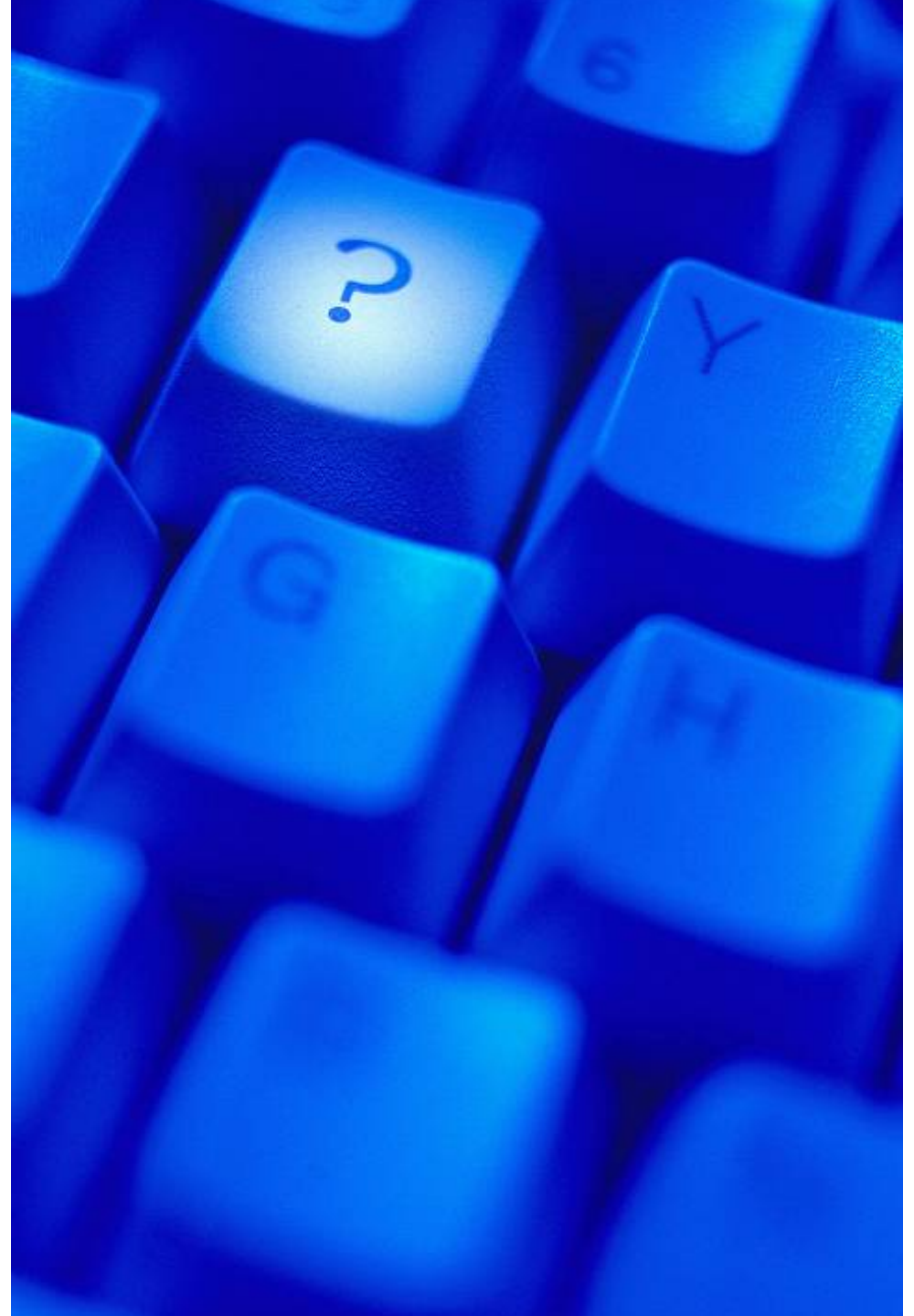
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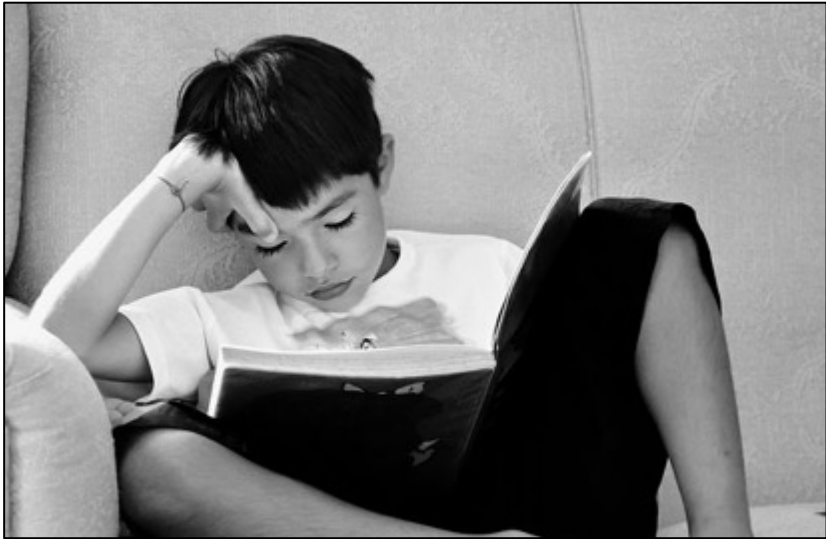


**What questions do  
you have about  
verifying strategies?**



# Evaluate Progress

**What are some classroom activities that could be used to evaluate progress?**



- Ask readers to rate their own performance and explain their rating
- Keep a log of reading comprehension question errors
- Chart reading fluency

# Evaluate Progress

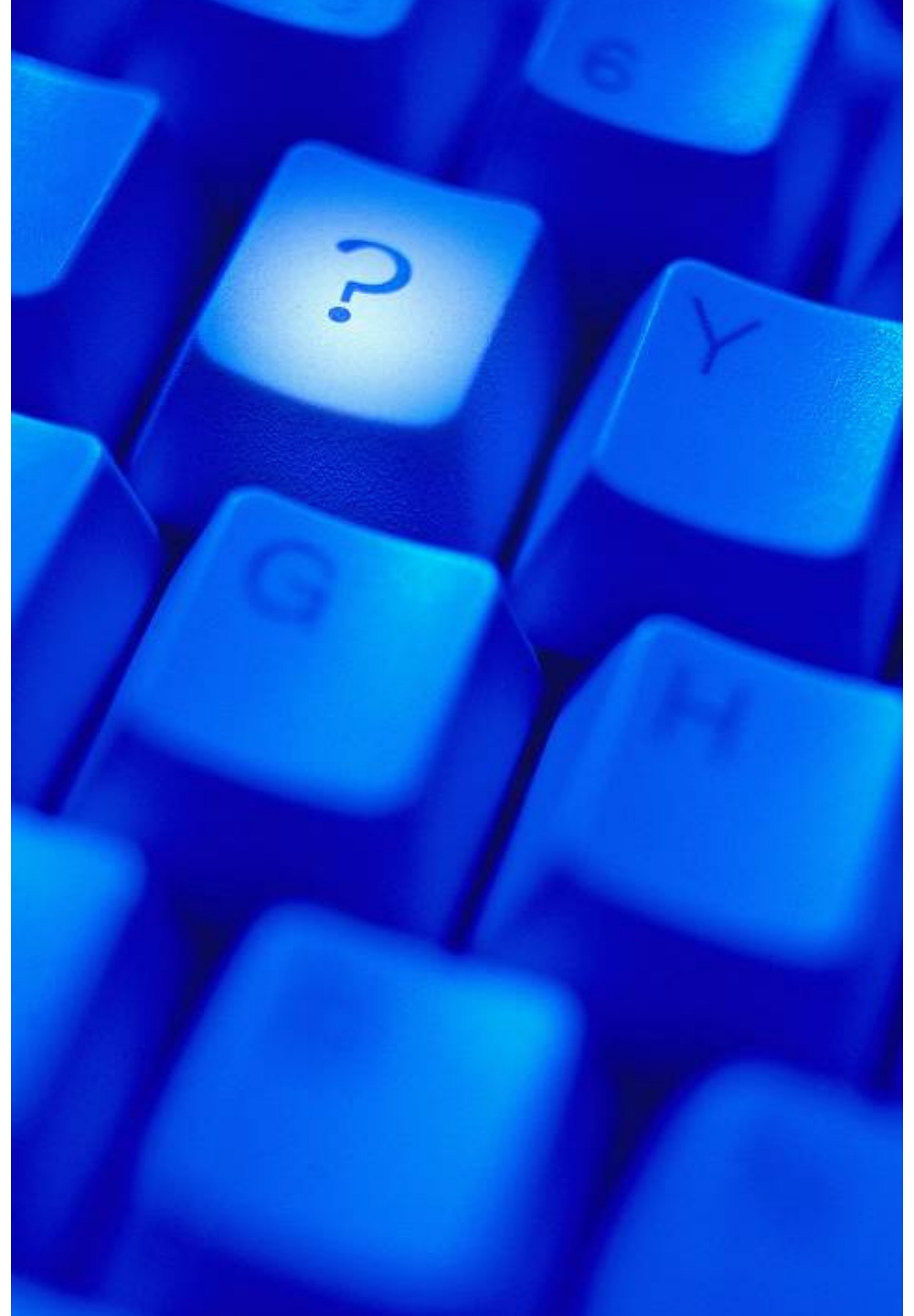
Let's try it out!



On a scale from 1 to 6 (1 = very poor, 6 = very well),

1. How well did you do on today's reading?
2. Did you accomplish the reading purpose?
3. Why did you give yourself that rating?

**How do you evaluate  
progress in your  
classroom?**







# Summary

- Ⓐ Activate prior knowledge
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# References

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# Thank you!

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# Reflection Questions

1. What challenges do you observe your students confronting during reading instruction?
2. What types of in-class activities might help them overcome the challenges you identified in the previous question?
3. What were the key takeaways from today's session on the ACTIVE reading instruction framework?
4. How will you apply what you've learned today in your classroom?



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